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ABSTRACT

Since the state of Ohio has combined the certification requirements for the professions of school librarians and directors of audiovisual services, the professional interests of these two groups were compared to discover if they have identical interests. A questionnaire was devised with rating scales for areas of professional concern. The questionnaire was returned by 40 members of each group, and results showed that the librarians had a significantly higher interest in areas concerning printed materials, while the directors of audiovisual services had a significantly higher interest in technology. These results indicate a clear-cut dichotomy between the interests of the two groups; therefore it is recommended that the state of Ohio reverse itself and develop separate certification requirements for the two groups. (SH)

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DIFFERENCES IN PROFESSIONAL INTERESTS BETWEEN SCHOOL LIBRARIANS AND SCHOOL DIRECTORS OF AUDIO-VISUAL SERVICES

by

Winston Eshleman, B.A., M.A., Ed.D.

A Research Study Conducted by the

MEDIA CENTER

Youngstown State University

Youngstown, Ohio

EM009201

1971

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CHAPTER I

THE PROBLEM AND HYPOTHESES TESTED

A. Introduction. Near the end of 1970 the Ohio State Board of Education approved new standards for teacher certification, which are scheduled to become effective on January 1, 1972.

Three of the newly-approved certificates have the title, "Educational Media." One is a special teaching certificate for elementary school only, requiring twenty semester hours or thirty quarter hours of course work in prescribed areas. Another is a high school teaching field, also requiring twenty semester hours or thirty quarter hours of course work in prescribed areas. The third is a special teaching certificate for grades kindergarten through twelve, requiring thirty semester hours or forty-five quarter hours of course work in prescribed areas.

Each of the three "Educational Media" certificates requires, "Course work including print and non print materials well distributed over the following areas:

A. Selection of educational media, effective utilization, and production

B. Bibliography

C. Reference tools

D. Cataloging and Classification

E. Organization, administration, and utilization of the educational media center."[1]

1. State Board of Education, State of Ohio. Ohio Laws and Regulations Governing Teacher Education and Certification. Columbus, Ohio, Department of Education, 1970. pp. 36, 37, 53.

The bibliography requirement is elaborated with different emphasis for each of the three certificates, as follows:

Elementary: "B. Bibliography, including children's literature."[2]

Secondary: "B. Bibliography, including children's literature and adult literature suitable to the middle and high school."[3]

Special: "B. Bibliography, including children's literature and adult literature suitable to the elementary, middle, and high school."[4]

In addition to the above requirements, the Educational Media special certificate (suitable for grades kindergarten through twelve) has the following additional requirement:

"F. Practical experience in an educational media center as part of the student teaching experiences."[5]

B. Statement of the problem. By requiring "course work including print and nonprint materials," the Educational Media certificate program has combined into one educational specialty what had previously been two, separate areas of specialization, namely library science and audio-visual technology. Up to the present time the traditional administrative pattern in Ohio public school districts has been to employ librarians to administer the printed media services and audio-visual directors to administer the audio-visual services. The new certification program will attempt to develop a new kind of professional person who can combine the various skills, abilities,

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2. Ibid. p. 53
3. Ibid. p. 37
4. Ibid. p. 53
5. Ibid. p. 53

aptitudes, and interests of two previously separate, professional fields.

This development raises the question of whether it is possible to find people who are, or can become, equally adept in both library sciences and audio-visual technology, or whether the two professional areas are sufficiently different to appeal to two basically different kinds of people. A starting point in attempting to answer such a question is to analyze the professional interests of people who are presently employed as either school librarians or school directors of audio-visual services. This research study has been an attempt to discover whether the professional interests of the two groups are approximately identical or whether their interests are significantly or radically different.

The purpose of this study, therefore, was to seek answers to the following question: In what ways do the professional interests of school librarians differ from the professional interests of school directors of audio-visual services?

C. Theory underlying the problem. Underlying the problem is a theory that library work appeals to people who are interested in printed materials, literature, reference tools, classification, cataloging, and circulation of materials, but who are probably not interested in technology. On the other hand, directors of audio-visual services are basically interested in media technology, which includes such components as audio-visual materials (films, slides, tapes, etc.), audio-visual equipment (projectors, recorders, etc.), graphic arts, photography, television, and instructional systems technology (programed instruction, multimedia presentation

systems, etc.). Such technologically oriented people probably are not interested in the kinds of professional activities that interest librarians.

The writer's sixteen years of professional experience in the field of audio-visual media technology, including numerous associations with school librarians, has led to the professional opinion that the interests of school librarians are radically different from the interests of directors of audio-visual programs. The two professions seem to appeal to two distinctly different kinds of people.

This difference in interests was recently emphasized by Loran C. Twyford, Chief of the Bureau of Classroom Communications, New York State Education Department, when he wrote, "We found that many librarians are not interested in the AV field and many are positively frightened of it."[6] In discussing course work and training programs, Twyford stated, "We note that professional audiovisual personnel evidenced little interest in library courses and those few who have taken them soon dropped out."[7] Perhaps a contributing factor to these apparent differences in interests was noted by Twyford's statement that, "We do know that almost all school librarians (87 percent) are women and most audio-visual professionals (88 percent) are men. There must be some selection factor at work."[8]

D. Significance of the problem. In recent years some states and some school

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6. Loran C. Twyford. "Separate or Together." Audiovisual Instruction, vol. XV, no. 8, October, 1970. p. 27
7. Ibid. p. 27
8. Ibid. p. 27

districts have attempted to combine audio-visual services and school libraries into single service centers. Such combined centers have been given different names, such as learning resources center, instructional resources center, media center, etc. Sometimes it is simply called the library, with an implicit understanding that audio-visual services are a part of the library function.

This combined organization has been advocated by some prominent school librarians, such as Richard L. Darling, a past president of the American Association of School Librarians. Darling recently wrote, "The ideal school media center combines into one integrated service the facilities and services of traditional libraries and audio-visual programs."[9]

This proposed combination is seriously questioned by many leaders in the field of audio-visual technology. For example, Carlton W.H.Erickson has stated:

> The central audiovisual media program director should be a trained professional media specialist, and for such posts we have repeatedly stressed the indispensibility of skill as an administrator, as a teacher, and as a technological expert . . . This person, being a specialist, may not be qualified, nor is it likely that he will have the time to become intimately involved in school library development . . . Combination may in many cases be little more than an act of administrative expediency, operating satisfactorily only until technology reaches an advanced stage. The administrative distribution of the many and critical audiovisual media duties among five librarians or assistant librarians, for example, may not be the answer at all.[10]

If combining school libraries with audio-visual services is not the best form of administrative organization, as suggested above by Erickson and by Twyford, then

9. Richard L. Darling. "Media Centers," Chapter ten in Educational Media: Theory Into Practice, Edited by Raymond V. Wiman and Wesley C. Meierhenry. Columbus, Ohio: Charles E. Merrill, 1969. p. 254

10. Carlton W.H.Erickson. Administering Instructional Media Programs. New York: The Macmillan Co., 1968. p. 540

the new educational media certificate program in the state of Ohio is a step in the wrong direction. Unless the schools in Ohio can find people who are equally interested in both library science and audio-visual technology, then either one service or the other will suffer from lack of interest on the part of the director or coordinator of the service. Thus, for the good of the schools in Ohio, it seems vitally important to learn whether school librarians are truly interested in audio-visual technology and, conversely, whether audio-visual directors are really interested in the traditional library functions centered around printed media.

E. Hypotheses tested. The following hypotheses, which ordered and provided direction to the study, were tested:

1. In each of twelve areas of professional concern, the degree of professional interest expressed by school librarians will differ significantly from the degree of professional interest expressed by school directors of audio-visual services.

2. The librarians will have a significantly greater interest in printed materials, literature, reference tools, classification of materials, cataloging materials, and circulation of materials.

3. The audio-visual directors will have a significantly greater interest in audio-visual materials, audio-visual equipment, graphic arts, photography, television, and instructional systems technology.

CHAPTER II

DEFINITIONS, ASSUMPTIONS, AND LIMITATIONS

A. Definitions of terms used. For the purpose of this study the terms used were defined as follows:

1. School librarian. A school librarian was a person (1) who was employed by a public school district in the capacity of a librarian and (2) who stated that his or her foremost, or primary, responsibility involved library service (mainly printed materials).

2. School director of audio-visual services. This was a professional person (1) who was employed by a public school district in the capacity of a director or coordinator of audio-visual services and (2) who stated that his or her foremost, or primary, responsibility involved audio-visual service.

3. Professional interest. An interest is a feeling of one whose attention or curiosity is particularly engaged by something. A profession is a vocation requiring knowledge of some department of learning or science. A professional interest, therefore, would be any particular activity or task, related to one's vocation, that engages the attention or curiosity of the professional person. An interest is not the same as an aptitude, ability, or achievement; although a person may develop greater interest in those things that he does well or less interest in those things that he does poorly.

B. Assumptions underlying the problem. This study assumed that professional people would give reasonably honest and accurate answers to survey questions regarding their professional interests. The study assumed further that interest, or lack of interest, in one's work can produce a positive or negative value in regard to his job motivation and performance. In general, people seem to try to do a better job when they are positively interested in their work than they do when they have to force themselves to do a job that doesn't interest them.

C. Limitations of the study. The study was limited to a survey of the professional interests of public school librarians and public school directors of audio-visual services in the state of Ohio.

CHAPTER III

RESEARCH DESIGN AND PROCEDURES

A. The groups studied. The two groups studied were school librarians and school directors of audio-visual services in the state of Ohio. In either case the individual participating in the survey could be employed in an elementary school, in a secondary school, or in a school system that served both elementary and secondary schools. Names and addresses of persons employed as school librarians were taken from the membership list of the Ohio School Librarians Association. Names and addresses of persons employed as school directors of audio-visual services were taken from the membership lists of the Educational Media Council of Ohio and from the Association for Educational Communications and Technology (a national organization). For some members the lists did not clearly state the title or position of the person, thus necessitating some guesswork in the original selection of names.

From the membership lists, sixty-nine names were identified as persons who were probably employed as school directors of audio-visual services. An equal number of school librarians was selected from the librarians' membership list by means of random selection. For this purpose a table of random numbers was used.

B. Instrument for collecting data. A questionaire was designed to be mailed to each director of audio-visual services and to an equal number of librarians selected randomly. The questionaire listed twelve areas of professional concern, for each of which there was a nine-point rating scale. The respondent was asked to circle the

number which indicated his degree of interest in that particular area of concern.

The nine numbers were spread out horizontally under descriptive headings as follows:

NONE		SLIGHT		MODERATE		HIGH		INTENSE
1	2	3	4	5	6	7	8	9

The twelve areas of professional concern were described as follows:

1. Printed Materials: Selection, Storage, & Maintenance.
Evaluating, selecting, and ordering books, periodicals, and other printed materials. Arranging and storing materials on shelves. Binding and repairing of materials.

2. Audio-Visual Materials: Selection, Storage, Maintenance.
Preview, evaluation, and selection of films and other audio-visual materials. Inspection, splicing, and maintenance of films. Storing films, tapes, transparencies, etc.

3. Child and Youth Literature.
Acquiring and using knowledge of children's literature for elementary schools, or adult literature suitable for secondary school, or both levels, as applicable. Recommending literature to teachers and students.

4. Audio-Visual Equipment: Selection, Operation, Maintenance.
Evaluating, selecting, and ordering projectors, recorders, and other audio-visual equipment. Operating such equipment and teaching others how to operate. Maintenance and repair of equipment.

5. Reference Tools.
Using encyclopedias, periodical indexes, guides to subject fields, and all other kinds of reference books and guides. Arranging reference materials and helping people use reference tools.

6. Graphic Arts.
Sketching, lettering and designing of graphs, diagrams, charts, and line drawings. Preparation of graphic masters for photographic, thermographic, or diazo reproduction.

7. Classification of Materials.
Using the Dewey Decimal system, Library of Congress system, or any other system to classify books and other materials. Assigning classification numbers to newly acquired materials.

8. Photography, Still and Motion.
Planning and shooting pictures using a variety of professional-type still and motion picture cameras. Developing film and enlarging pictures in dark room. Titling and editing of slides and films.

9. Cataloging Materials.
Organization and arrangement of the card catalog and forms of entry for various types of materials. Preparation of cards for new entries.

10. Television Production and Use.
Planning and producing closed-circuit television either in a TV studio or using portable equipment. Editing video tapes. Repair and maintenance of TV equipment and of video tapes.

11. Circulation of Materials.
Scheduling the loan of materials. Checking materials in and out. Keeping circulation records. Getting overdue materials returned.

12. Instructional Systems Technology.
Using teaching machines and programed instruction, computer assisted instruction, multimedia presentation system, and remote access video and audio retrieval systems.

The questionnaire was designed such that the odd-numbered items constituted those areas in which the librarians would probably have greater interest, and the even-numbered items constituted those areas in which the audio-visual directors would probably have greater interest (according to hypotheses two and three respectively).

On the other side of the questionnaire was a printed letter to the respondent giving instructions for using the questionnaire to indicate the degree of professional interest in each of the twelve areas. The letter provided spaces for the respondent to write his name, his school or district, and the exact title of his position. The respondent was also asked to check whether his foremost, or primary, responsibility involved duties in library service (mainly printed materials), audio-visual service, or teacher or other educational specialty. Samples of the letter and the questionnaire.

are contained in the Appendix of this report.

C. Research procedures. A copy of the printed sheet with the letter on one side and the questionnaire on the other side was mailed to each of sixty-nine persons whose titles indicated they were probably employed as directors of audio-visual services in public elementary or secondary schools in Ohio. An equal number of letters and questionnaires was mailed to school librarians randomly selected. Enclosed in each mailing was an addressed, stamped envelope to facilitate prompt return of the questionnaire.

Of 138 questionnaires mailed out, 109 were returned within three weeks. Some of the returns had to be discarded for technical reasons. If the respondent failed to indicate his degree of interest on any one of the twelve areas of professional concern, the questionnaire was incomplete and could not be used. If the respondent turned out to be a teacher or some other educational specialist whose foremost, or primary, responsibility was neither library service (mainly printed materials) nor audio-visual service, the questionnaire was discarded. Five respondents indicated a combined responsibility for both library and audio-visual service and, therefore, did not fit in either single category. These five returns were not used in the compilation of data.

The mailing resulted in a net of forty persons who were clearly identified as directors of audio-visual services and whose questionnaires were properly completed. These were matched with forty librarians, selected randomly, in order to provide equal numbers for statistical comparisons.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

A. Statistical treatment of the data. For each of the twelve areas of professional concern, the degrees of professional interest expressed by the school librarians were compared to the degrees of professional interest expressed by the directors of audio-visual services. For each group, in each area of concern the responses on the nine-point rating scale were compiled into frequency distributions. For each distribution the arithmetic mean, the standard deviation, and the standard error of the mean were calculated. For each of the twelve areas the actual difference between means of the two groups was divided by the standard error of the difference between means. The result was a critical ratio, for each of the twelve areas, to which a *t* test was applied at the one percent level of confidence.

B. Results of the study. The results of the statistical treatment are shown in Table 1. In eleven of the twelve areas of professional concern, there was a very large difference between the mean interest of the librarians and the mean interest of the audio-visual directors. The *t* ratios of these eleven areas were highly significant at the .01 level of confidence. The first hypothesis of this study was eleven-twelfths confirmed.

In the area of circulation of materials, the librarians had a slightly higher degree of interest than did the audio-visual directors, but the difference between means was not statistically significant.

TABLE I

MEANS (M), STANDARD DEVIATIONS (σ), DIFFERENCES BETWEEN MEANS (D_M), AND t RATIOS FOR BOTH GROUPS IN ALL AREAS

Area of Professional Concern	Librarians		AV Directors			
	M	σ	M	σ	D_M	t
1. Printed Materials	8.2	2.8	2.6	1.5	5.6	12.4
2. Audio-Visual Materials	5.1	2.3	7.9	1.4	2.8	6.2
3. Literature	7.9	1.6	2.7	1.5	5.2	15.0
4. Audio-Visual Equipment	2.9	1.7	8.1	1.4	5.2	14.4
5. Reference Tools	8.3	1.1	3.1	2.1	5.2	14.4
6. Graphic Arts	2.1	1.4	6.6	2.2	4.5	10.0
7. Classification of Materials	7.7	1.5	4.2	2.7	3.5	7.8
8. Photography	1.6	1.2	6.6	2.2	5.0	11.1
9. Cataloging Materials	7.4	1.8	4.4	2.8	3.0	6.0
10. Television	1.5	1.8	6.6	2.6	5.1	10.2
11. Circulation of Materials	6.7	2.1	6.1	1.3	0.6	1.7*
12. Instr. Systems Technology	2.8	2.2	5.8	2.5	3.0	5.2

* Not significant.

Hypothesis two was five-sixths confirmed. The librarians indicated significantly greater interest in printed materials, literature, reference tools, classification of materials, and cataloging materials. As noted above, their mean interest in circulation of materials was not significantly greater than the mean interest of the audio-visual directors.

Hypothesis three was entirely confirmed. The audio-visual directors expressed a significantly higher degree of interest in audio-visual materials, audio-visual equipment, graphic arts, photography, television, and instructional systems technology.

C. Analysis of the data. Of the twelve areas of professional concern, the only one for which the two groups exhibited approximately the same interest was circulation of materials. The librarians' mean interest of 6.7 and the audio-visual directors' mean interest of 6.1 both fell between the descriptions "moderate" and "high" on the nine-point rating scale. Of the six areas in which the writer had expected the librarians to show high interest, circulation of materials was less interesting to the librarians than the other five areas. On the other hand, the audio-visual directors exhibited more interest in circulation than the writer had expected. Considering all twelve areas of professional concern, circulation of materials was the sixth most interesting to the librarians and the seventh most interesting to the audio-visual directors.

In the other eleven areas the differences in interest were highly significant and, in some cases, extreme. In seven areas the difference between mean interests

was half or more-than-half of the nine-point rating scale. In the areas of printed materials (selection, storage, and maintenance), child and youth literature, and reference tools the librarians indicated a very high or intense interest, whereas the audio-visual director indicated very little interest. On the other hand, the selection, operation, and maintenance of audio-visual equipment was of intense interest to audio-visual directors but of slight interest to librarians. Furthermore, the audio-visual directors were highly interested in graphic arts, photography (still and motion), and television production and use, but the librarians indicated almost no interest whatsoever in these areas.

The one aspect of audio-visual media in which the librarians expressed a moderate interest was the selection, storage, and maintenance of audio-visual materials (films, tapes, transparencies, etc.). On the other hand, the librarians indicated slight interest in the selection, storage, and maintenance of audio-visual equipment items (projectors, recorders, etc.) that are needed to make use of the materials.

One other statistic relating to this study is the ratio of men to women in the two groups. Of the forty librarians, thirty-nine were women. Of the forty audio-visual directors, thirty-six were men.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A. Summary of the study. The purpose of the study was to compare the professional interests of school librarians with the professional interests of school directors of audio-visual services. The following areas of professional concern were selected: (1) printed materials: selection, storage, and maintenance; (2) audio-visual materials: selection, storage, and maintenance; (3) child and youth literature; (4) audio-visual equipment: selection, operation, and maintenance; (5) reference tools; (6) graphic arts; (7) classification of materials; (8) photography, still and motion; (9) cataloging materials; (10) television production and use; (11) circulation of materials; and (12) instructional systems technology.

These areas of professional concern were listed and described on a questionnaire which had a nine-point rating scale for each area. The numbers, one through nine, ranged through descriptions as follows: none (1), slight (3), moderate (5), high (7), and intense (9). Each person responding to the questionnaire was asked to circle the number in the rating scale that indicated his degree of professional interest in each of the twelve areas of concern.

The groups studied consisted of librarians and directors of audio-visual services employed in public elementary and secondary schools in Ohio. Questionnaires were mailed to sixty-nine persons whose names were taken from the membership lists of the Educational Media Council of Ohio and the Association for Educational Communications and Technology, and whose listings indicated they were probably employed

as school directors of audio-visual services. An equal number of names was selected randomly from the membership list of the Ohio School Librarians Association. The mailings resulted in forty, valid returns from genuine school directors of audio-visual services, who were then matched with forty school librarians selected randomly.

Responses of the librarians were compared to the responses of the audio-visual directors for each of the twelve areas of concern. All differences between means were tested for significance at the one percent level by using a t test. The study produced the following results:

1. In eleven of the twelve areas of professional concerns, the degree of professional interest expressed by school librarians differed significantly from the degree of professional interest expressed by school directors of audio-visual services. Only in the area of circulation of materials was the difference between the two groups not significant.

2. The librarians had a significantly greater interest in (1) printed materials: selection, storage, and maintenance; (3) child and youth literature; (5) reference tools; (7) classification of materials; and (9) cataloging materials.

3. The audio-visual directors had a significantly greater interest in (2) audio-visual materials: selection, storage, and maintenance; (4) audio-visual equipment: selection, operation, and maintenance; (6) graphic arts; (8) photography, still and motion; (10) television production and use; and (12) instructional systems technology.

B. Inferences and conclusions. In most areas of concern the differences in professional interests between the two groups were extremely large. Audio-visual

directors indicated a very high interest in technology, whereas librarians had only a slight interest in technology. On the other hand, librarians were highly interested in the whole process of ordering, classifying, cataloging, and circulating books and other printed materials, whereas audio-visual directors indicated very little interest in such activities. In terms of professional interests, the two professions seem to appeal to radically different kinds of people.

C. Recommendations for change. This research study forewarns of extreme difficulty in locating school media directors who are equally interested in both the printed media and the technological media. To date there is no evidence to indicate that such people exist. The evidence of this study indicates that almost all people presently working in the field of educational media have professional interests that are heavily weighted in favor of either the printed media or the audio-visual media.

The recommendation is, therefore, made that professional educators need to recognize a clear-cut dichotomy in media types and corresponding interest therein. The technological media cover a wide range of highly sophisticated materials and equipment that are radically different in kind from the printed media. People who are professionally interested in one category of media generally are not professionally interested in the other category.

In attempting to combine two, separate professions into one, under the new title, "educational media," the state of Ohio has taken a step in the wrong direction. The state should reverse itself and develop separate certification requirements for school librarians and school directors of audio-visual services.

APPENDIX

YOUNGSTOWN STATE UNIVERSITY

YOUNGSTOWN, OHIO 44503

Dear Media Specialist:

Will you please give about ten or fifteen minutes of your time to participate in a very important survey being conducted by the Media Center at Youngstown State University? All we ask is that you read this letter, fill in the questionnaire (on both sides of this page), and return it in the enclosed, stamped, self-addressed envelope.

This letter is addressed to professional school personnel in the state of Ohio whose primary responsibility is in the field of educational media - - either as a school librarian working mainly with printed media, or as a director or coordinator of audio-visual services.

The purpose of this survey is to study the professional interests of school media personnel (both librarians and audio-visual specialists). The study is not concerned with aptitudes, abilities, skills, achievements, or educational background. All we want to know is the degree to which you are interested in each of twelve areas of professional concern.

The twelve areas of professional concern are listed and described on the other side of this page. To the right of each area are nine numbers under the headings, "NONE, SLIGHT, MODERATE, HIGH, INTENSE." For each area of professional concern, circle the number that shows the degree to which you are interested in that area.

Please be very candid in your expressions of interest. It seems reasonable to expect that every person will have substantial differences in interest from one area to another. All questionnaires will be kept in the strictest confidence.

Before circling the numbers on the back of this page, please provide the following data:

Name: _____ School or District: _____

Exact title of position: _____

Please check your foremost, or primary, responsibility. (Check only one).

1. _____ Library service (mainly printed materials)
2. _____ Audio-visual service
3. _____ Teacher or other educational specialty

Please return this paper as soon as possible in the enclosed envelope. Thank you for making this professional contribution to our research study.

Very sincerely yours,

Winston Eshleman

Dr. Winston Eshleman
Media Center Director

APPENDIX

RESEARCH QUESTIONNAIRE

Please read the instructions on the other side of the page.

AREA OF PROFESSIONAL CONCERN	DEGREE OF PROFESSIONAL INTEREST (Circle one number on each line)
1. Printed Materials: Selection, Storage, & Maintenance. Evaluating, selecting, and ordering books, periodicals, and other printed materials. Arranging and storing materials on shelves. Binding and repairing of materials.	NONE 1 2 3 SLIGHT 4 5 6 MODERATE 7 HIGH 8 INTENSE 9
2. Audio-Visual Materials: Selection, Storage, Maintenance. Preview, evaluation, and selection of films and other audio-visual materials. Inspection, splicing, and maintenance of films. Storing films, tapes, transparencies, etc.	1 2 3 4 5 6 7 8 9
3. Child and Youth Literature. Acquiring and using knowledge of children's literature for elementary schools, or adult literature suitable for secondary school, or both levels, as applicable. Recommending literature to teachers and students.	1 2 3 4 5 6 7 8 9
4. Audio-Visual Equipment: Selection, Operation, Maintenance. Evaluating, selecting, and ordering projectors, recorders, and other audio-visual equipment. Operating such equipment and teaching others how to operate. Maintenance and repair of equipment.	1 2 3 4 5 6 7 8 9
5. Reference Tools. Using encyclopedias, periodical indexes, guides to subject fields, and all other kinds of reference books and guides. Arranging reference materials and helping people use reference tools.	1 2 3 4 5 6 7 8 9
6. Graphic Arts. Sketching, lettering and designing of graphs, diagrams, charts, and line drawings. Preparation of graphic masters for photographic, thermographic, or diazo reproduction.	1 2 3 4 5 6 7 8 9
7. Classification of Materials. Using the Dewey Decimal system, Library of Congress system, or any other system to classify books and other materials. Assigning classification numbers to newly acquired materials.	1 2 3 4 5 6 7 8 9
8. Photography, Still and Motion. Planning and shooting pictures using a variety of professional-type still and motion picture cameras. Developing film and enlarging pictures in dark room. Titling and editing of slides and films.	1 2 3 4 5 6 7 8 9
9. Cataloging Materials. Organization and arrangement of the card catalog and forms of entry for various types of materials. Preparation of cards for new entries.	1 2 3 4 5 6 7 8 9
0. Television Production and Use. Planning and producing closed-circuit television either in a TV studio or using portable equipment. Editing video tapes. Repair and maintenance of TV equipment and of video tapes.	1 2 3 4 5 6 7 8 9
1. Circulation of Materials. Scheduling the loan of materials. Checking materials in and out. Keeping circulation records. Getting overdue materials returned.	1 2 3 4 5 6 7 8 9
2. Instructional Systems Technology. Using teaching machines and programed instruction, computer assisted instruction, multimedia presentation system, and remote access video and audio retrieval systems.	1 2 3 4 5 6 7 8 9

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